

St Mary & St Thomas Church of England Primary School



Marking Policy

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

For more information on the convention and the rights of each child visit: <http://www.unicef.org.uk/>

Aim of the Policy

- To monitor and assess progress and learning
- To evaluate the success of teaching
- To demonstrate the value that teachers put upon pupils' work
- To create a positive dialogue between pupil and teacher
- Self evaluation by on the part of the pupil

METHODS

Marking should be completed before the next lesson in that subject for each child. Work should be marked by the teacher, however under guidance from the teacher Teaching Assistants may also mark work if this is seen as appropriate.

Live marking is encouraged for all staff to allow feedback at the point of learning.

Practical subjects- depending on the nature of the work it may be more appropriate for the teacher to give verbal feedback in order for the child to continue to make progress. This may occur at any point during the lesson.

Grading of work – It may sometimes be appropriate for a piece of work to be given a score out of 10 for example. A level or a grade. Teachers should make sure that each pupil understands the grading system.

Rewards and incentives – The use of stickers, stamps, raffle tickets or house/dojo points for good work etc is positively encouraged and used to reinforce the quality of work required.

Supported work – Where a child or group has been supported by a member of staff this should be recorded as such, at the end of the piece of work.

Marking codes

The following codes should be used when marking in all year groups

LO – ticked or crossed to state whether LO has been achieved

NS – Next Step

VF – Verbal Feedback provided

S - Supported

MARKING ANNOTATIONS/COMMENTS

Staff should ensure that marking is diagnostic and provides next steps in learning

- In order to move children's progress on they should be told what they need to do to improve and next steps should be given
- Comments such as 'good try', 'well done' or 'good work' etc should be avoided, children should be told what it was exactly that made their work good, relating to the learning objective of the lesson.
- Praise and encouragement may be used.
- Targets should be set for children, a short term target that they should try to achieve in the next piece of work.
- Comments should ask questions which the child responds to, to clarify understanding or challenge them further.
- Children should be given time to read comments at the beginning of the next lesson and respond to questions asked by the teacher, 'green ink work'. Green ink work will take no more than 5 minutes of the lesson, this should be timed.

USE OF PEN

Any colour of pen may be used, that is a decision each teacher may make. The colour should however stand out from the child's work so comments can be clearly seen.

CORRECTIONS

Comments should be made at the side of the work or in the margin if necessary to point out errors. The majority of marking should be done at the end of the piece of work. Work should not be crossed out, mistakes should be left so the child can clearly see where they have gone wrong, and indicated by underlining or asterisks.

Consider what the learning objective of the lesson was before marking.

Up to 3 incorrect spellings should be underlined with correct spellings stated at end of work, pupils should write out spellings 3 times.

MARKING OF WRITING

All writing should be marked using 'tickled pink and green for growth' marking. Teachers should highlight in pink something the child has done well, this may relate to one of their targets.

Teachers should highlight in green something the child needs to improve and written feedback should explain this. The child should respond during green ink work in the first 5 minutes of the next lesson.

Final drafts of written work need not be marked in this way but preserved and assessed according to the success criteria or child's specific targets.

MARKING OF MATHS

Mathematical marking must be used. Pupils should be shown from teachers marking where they have gone wrong and be given time at the start of each lesson to correct any mistakes.

Prompts should be given in marking which remind, scaffold or give an example.